

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

In this chapter, the researcher presents the finding and discussion of the data. This research will be presented in the form of a description, based on the data has been obtained through questions and interviews.

**A. Findings**

The findings of this research consist of several tables regarding the result of this questionnaire. However, the questionnaires are constructed based on students' perception towards teacher strategies in teaching English through an online class at the eleventh grade of SMA Muhammadiyah Puruk Cahu. This result can be seen as follow:

**Table 4.1 The Use of English in Teaching**

No.	Classification	Frequency	Percentages (%)
1	Always	0	0
2	Often	0	0
3	Sometimes	4	17,3
4	Seldom	19	82,7
5	Never	0	0

Table 4.1 shows that more than half of students (82,7%) answered 'seldom' and it's about 17,3% of students answered 'sometimes' on the first questionnaire in which the teacher rarely uses English in online class. In each meeting from the beginning of the lesson, explaining the lesson until the lesson is finished, the teacher was more dominant in using Indonesian and regional language.

Based on the table above, the researcher can conclude that many students' perception of the teacher's teaching strategy in using English when teaching E-Learning classes was rarely carried out, it proved by the high frequency of students answering 'seldom' and there are few student perceive that teachers sometimes used English in E-Learning classes.

**Table 4.2 The Teacher Taught English by Text Book**

No.	Classification	Frequency	Percentages(%)
1	Always	3	13%
2	Often	18	78,3%
3	Sometimes	2	8,7%
4	Seldom	0	0
5	Never	0	0%

Table 4.2 shows that most of the students answered ‘often’ (78,3%) for the second question in which the teacher taught contextually. By the textbooks and was always connecting the topic with real-world for each material.

Based on the table above, the researcher can conclude that students’ perception of teacher’s teaching strategies in taught English by the textbook in E-Learning classes are was often used by the teacher. It was proved by the frequency of students who answered ‘often’ and ‘always’. Although, on other side there are few students perceive that the teacher sometimes taught English by the teaxt book.

**Table 4.3 The Teacher Use of Media**

No.	Classification	Frequency	Percentages (%)
1	Always	0	0%
2	Often	0	0%
3	Sometimes	6	26,1%
4	Seldom	17	73,9%
5	Never	0	0%

Table 4.3 show that most of the students answered ‘seldom’ (73%) for the third question. In which the teacher rarely used media needed to teach the learning material as a support in the teaching and

learning process and also as a tool in teaching to influence the classroom's atmosphere.

Based on the table above, the researcher can conclude that students' perception of the teacher's teaching strategy in using media in English E-Learning classes was rarely carried out by the teacher. It was proved by the high frequency of students who answered 'seldom'. But on other hand some students perceive that the teachers sometimes use media when teaching English E-learning.

**Table 4.4 The Teacher Teach with Varied Activities**

No.	Classification	Frequency	Percentages (%)
1	Always	0	0%
2	Often	2	8,7%
3	Sometimes	4	17,4%
4	Seldom	17	73,9%
5	Never	0	0%

Table 4.4 shows that in teaching, the teachers did not apply optimally varied teaching activities in English E-Learning classes. So, many students answered 'seldom' (73,9%) and its about 17,4 % of students answer sometimes. But on other hand there are 8,7% of students answer 'often' for the fourth question.

Based on the table above, the researcher can conclude that the students' perception of teacher's teaching strategies is carried out varied activities in English E-Learning classes were rarely. But there are two students who perceive that the teachers often varied learning activities in E-Learning classes. Learning activities that are carried out repeatedly or always the same in every meeting made the students easily bored while studying. So that students will not focus learning activity and result in many students finding it difficult to understand the lesson taught by the teacher especially in online classes.

**Table 4.5 The Gave clear instruction**

No	Classification	Frequency	Percentage (%)
1	Always	0	0%
2	Often	2	8,7%
3	Sometimes	8	34,8%
4	Seldom	13	56,6%
5	Never	0	0%

Table 4.5 shows that many students answered 'seldom' (56,6%) on the fifth question in which more than half of students perceived that the instruction given by the teacher was difficulty to understand. There are 34,8% of students answered sometimes they

understand but some times they didn't understand the teachers' explanation and only two students who answered 'often'. So, there are still many students who have difficulty understanding the teacher's instruction and explanation regarding the learning material being taught in the English E-Learning Classes.

Based on the table above, the researcher can conclude that the students' perception of teachers teaching strategies in giving instruction and explanation regarding the learning material was not always clear. It proved by the many frequencies of students' perception that perceived that the teacher's instruction and explanation regarding the learning material was difficult to understand and only a few students who often understand the teacher's explanation while learning.

**Table 4.6 The Teachers Gave Appropriate tasks for students to do or discuss**

No.	Classification	Frequency	Percentages (%)
1	Always	0	%
2	Often	23	100%
3	Sometimes	0	0%
4	Seldom	0	0%
5	Never	0	0%

Table 4.6 shows that all of the students answered ‘always’ for the sixth question in which the teacher gave appropriate tasks that were by the learning material that the teacher taught at each meeting for students to do or discuss in the English E-Learning classes.

Based on the table above, the researcher can conclude that the students’ perception of teacher’s teaching strategies in giving appropriate tasks for students’ has been implemented well in the English E-Learning class. It proved by all of the students answered ‘often’. On other hand, the teacher also allows students to access the internet when given the task. So that the students do not have too much difficulty when doing the tasks given by the teacher.

**Table 4.7 The Teacher Divides Students to Study in Pairs or Group.**

No.	Classification	Frequency	Percentages (%)
1	Always	0	%
2	Often	0	%
3	Sometimes	0	%
4	Seldom	2	8,7%
5	Never	21	91,3%

Table 4.7 shows that for the seventh question, the teacher rarely divides students to study in pairs or groups in English E-Learning class because 91,3% of students answered ‘never’ and its about 8,7% of students answered ‘seldom’.

Based on the table above, the researcher can conclude that the students’ perception of teacher’s teaching strategies in dividing students to study in pairs or groups has never been done by the teacher. So that students lose the opportunity to work together with their classmates in the learning process. Students also lose the opportunity to interact with their friends during E-Learning classes. Whereas, creating study groups or dividing students into pairs or groups to do assignments can help to make students more enthusiastic in learning.

**Table 4.8 The Teacher Provided Enough Time for Students to Practice**

No.	Classification	Frequency	Percentages (%)
1	Always	3	13%
2	Often	20	87%
3	Sometimes	0	0%
4	Seldom	0	0%
5	Never	0	0%



Table 4.8 shows that in this statement, in which the teacher provided enough time for students to practice, there are 13% of students selected ‘always’, and most of the students (87%) selected ‘often’. The teacher in giving assignments always considers the time available in each meeting.

Based on the table, the researcher can conclude that the students’ perception of teacher’s teaching strategies in providing enough time for students to practice was often applied by the teacher when teaching in English E-Learning classes. The leeway is given by the teacher by allowing the students to access the internet while doing assignments also makes it easier for students to do assignments from the teacher. So that students can complete the task and assignment well in the time given by the teacher.

**Table 4.9 The Teacher gave feedback and correction for each teaching materials in every meeting**

No.	Classification	Frequency	Percentages (%)
1	Always	0	0%
2	Often	0	0%
3	Sometimes	3	13%
4	Seldom	20	87%
5	Never	0	0%

Table 4.9 shows that the teacher rarely gave feedback and correction for students in each teaching material in every meeting. So, most of the students (87%) selected 'seldom' and its about 13% students answered 'sometimes'.

Based on the table above, the researcher can conclude that the students' perception of the teacher's teaching strategies in giving feedback and correction for students in every meeting was rarely carried out by the teacher in English E-Learning class and some students perceive that the teacher sometimes gave the feedback and correction at the end of the lesson. The teacher's feedback and the correction were believed to be input for students to improve students' learning skills.

Based on students' perception in answering the questionnaire given by the researcher, many students perceived that there were still some learning strategies that had not been implemented optimally by the teacher in E-Learning classes during pandemic. So that their online class was less effective and boring. Then, so many students lose their motivation and enthusiasm for learning in taking online classes.

In addition to giving questionnaires to students, the researcher also interviewed to get more information from students regarding

students' perceptions during online classes and how teacher's strategies during online classes.

Based on the interview conducted by the researcher, there are still many students who think that English Lesson difficulty to understand.

***“Menurut saya pelajaran bahasa Inggris adalah pelajaran yang cukup sulit karena menggunakan bahasa asing jadi sulit untuk dipahami karna tidak tau artinya”(student 1).***

***“In my opinion, English Lesson are quite difficult lesson because it use foreign languages so it difficult to understand because i don't know the meaning” (student 1).***

Another student also said that the English lesson is difficult to understand, but on the other side English is fun.

***”Pelajaran bahasa inggris adalah pelajaran yang susah tapi juga menyenangkan karna kita bisa belajar bahasa asing” (student 7).***

***“English lesson is difficult, but also fun because we can learn foreign language” (students 7).***

The next question asked by the researcher in interview was how the students' perception related to learning English through online learning during pandemic. there are many negative statements given by students, related to online learning during pandemic, various factors that cause online learning to be boring and unpleasant, such as there are students who are constrained by networks and internet quotas, also students have difficulty focusing during lessons so they feel less effective. Students also feel that they have lost motivation to study

during online classes, because they can't meet their classmates, so many students are not enthusiastic about taking online classes during pandemic.

*“Belajar daring sedikit membuat saya turun semangat karna tidak efektif, dan saya jadi susah untuk fokus pada pembelajaran. Padahal saya selalu berusaha giat belajar bahasa inggris” (student 3).*

*“Learning online makes me a little discouraged because it is not effective, and makes me difficult to focus on learning. Even though I always try to study hard” (student 3).*

*“Belajar daring kurang menyenangkan. Apalagi kadang internet lemot, atau gangguan. Padahal saya senang belajar bahasa inggris. Tapi semenjak daring, belajar bahasa inggris terasa membosankan sama seperti pelajaran lainnya. Tidak hanya saya, teman-teman juga ada yang tidak fokus saat belajar” (student 5).*

*“Learning online is not fun. Moreover, sometimes the internet is down. Even though I like learning English. But since online, learning English has been boring just like other lessons. Not only me, there are also my friends who are not focused when studying” (student 5).*

Then, the researcher asked the students about their perception of the teacher's teaching strategies when teaching online classes during pandemic. Many of the students answered that the teacher's strategies were always the same in every meeting, in terms of providing material, giving explanations, and giving assignments to the students. So, many students feel bored. Besides that, some students still have difficulty understanding the teacher's explanation. So students assume that the strategies used by teachers are still not effective for online classes during pandemic.

*''Strategy yang guru gunakan saat belajar online terasa membosankan karena guru biasanya akan memberikan materi, menjelaskan, lalu memberikan soal atau tanya jawab seputar pelajaran dan selalu seperti itu setiap pertemuan. kadang penjelasan yang diajarkan sulit untuk dipahami jadi semangat saat belajar pun menurun kak'' (student 6).*

*''The strategies that the teacher used when online learning feels boring because the teacher usually would provide the material, explain the material, then give questions or question and answer about the lesson, and it's always like that in every meeting. Sometimes the explanation taught is difficult to understand, so the enthusiasm when learning decreases'' (student 6).*

Then, another student answered that the teacher's strategies are not effective for online classes.

*''Menurut saya, masih kurang efektif kak, karna kelas online banyak siswa yang kurang aktif, kadang sulit memahami pelajaran, mungkin harus ditingkatkan lagi, agar menyenangkan untuk kelas online dan membuat kami belajar lebih semangat dan tidak mudah bosan'' (student 10).*

*''In my opinion, it's still not effective, because in online classes there are many less active students, sometimes its difficult to understand the lesson, Maybe it should be improved. So that it is fun for online classes and make us study more enthusiastic and not easily bored'' (student 10).*

In addition to giving their perception of teacher's teaching strategies during online classes, some students also gave suggestions and hoped that their online classes during pandemic could be more enjoyable.

*''Saran saya untuk kelas online bahasa inggris adalah semoga guru bisa membuat susana kelas online menjadi lebih semangat dan tidak membosakan dan bisa membuat*

*siswa menjadi lebih aktif saat pembelajaran kelas online” (student 9).*

*“My suggestion for English online classes is hopefully the teacher can make the online class atmosphere more enthusiastic and less boring and can make students more active when learning online classes” (student 9).*

Almost all students expect their online classes to be more fun and can still interact with their classmates. So that they can be more enthusiastic in learning and remain active in E-Learning classes even though it is done at home.

## **B. Discussions**

This research used a qualitative method that consist of 2 classes, they are XI IIS 1 and MIA 1. The class has been given a questionnaire and interview. This research prefers students' perception of teacher's teaching strategies in E-Learning classes during pandemic at the eleventh grade of SMA Muhammadiyah Puruk Cahu.

Based on the finding of this research, the researcher will discuss this after obtaining the research result. The result of this study are known after analyzing the data, the researcher can find out the perception of class XI grades in E-Learning classes during pandemic.. So, perception can be defined as the process of receipt of stimuli through the sense, which is preceded by attention or awareness that the individual can determine, interpret, and appreciate about what is

observed, how a person sees, views, or defines something. So that the students' perception of teacher's teaching strategies suggested being used by the teacher to catch students' interest and achieve the goals' learning during E-Learning class.

First, more than half of students answered that their English Teacher was rarely used English during teaching English lessons. But, they agreed that the teacher teach contextually by the text book in every meeting. Then, the learning media needed were not always included by the English teacher to explain the learning materials. The students also answered that the English teacher was rarely varied students' activities in teaching to create interesting English E-Learning classes so that many students feel bored during the learning process and more than half of students acknowledged the instructions given by English teacher was not always and not often clear that sometimes they don't know about what they had to do. On another side, all of students answered that the teacher always gave appropriate tasks related to the content given by the teacher and almost all students revealed that the teacher never set students to study in pairs or groups. Besides that, so many students acknowledge that the teacher always gave the students enough time to practice, also the students revealed that the teacher rarerly gave feedback and correction about each teaching material in every meeting.

Based on the interview conducted with the students, students' perception of teacher's teaching strategies during pandemic. English lesson are not easy lessons, because this lesson uses a language that is not the daily language of people in Indonesia. In this study, the students who were interviewed also found it quite difficult to learn English. There are still many students who think that English lessons are difficult to learn. Even though they like English, such as often listen to English songs or watch English films. But they still find it difficult when learning English. One of the problems is that they often don't know the translation or the meaning. But although many students think that learning English is difficult. They still think the English lesson is important to learn especially in this day. Some of the students also consider English a fun subject, as long as the teacher who teaches is also fun.

Then the students also gave their perception of the English lesson through E-learning. From the interview, it turns out that many students have problems during E-Learning classes, apart from being constrained by the internet networks and internet quota, students also think that E-Learning classes are boring and students in online classes are not very active, also students unmotivated during class. According to Loh et al, (2016) learning that is done online for a long time can cause students to get bored because they have to access the same



website almost every day. Students also have difficulty focusing during learning time. So students have difficulty understanding the lesson taught by the teacher. In terms of understanding, sometimes because the explanation given during E-Learning is different from face-to-face learning if with a direct learning system students can easily listen and interact with the teachers regarding the material presented, while online learning is sometimes not delivered optimally. But on the other hand, students are given the convenience of accessing the internet as learning support. They are free to access the internet, use google translate when doing assignments given by the teacher.

The role of the teacher is very important in learning activities, especially when E-learning is applied during pandemic, the teacher must be able to arrange teaching strategies so that students can still learn effectively even though it is done from home. Hamzah B. Uno (2008) state that teaching strategies are the that will be used by teachers to choose learning activities that will be used in the learning process. In this study students' perceptions of teacher's teaching strategies when teaching E-learning during the pandemic felt boring, because almost every meeting of learning activities was always the same. The teacher will give the material first, then give the explanation related to the material being taught. After that, the teacher will give assignments. Students consider this strategy less effective because the class becomes

less active during learning and their enthusiasm for learning decreases. Therefore, students provide suggestions and hope that teachers can create a more pleasant classroom atmosphere, enthusiastic in learning and effective even during online classes.